

~~SECRET~~~~CONFIDENTIAL~~I GENERAL

A. Analysis of the attached critiques reveals a favorable response to the Senior Management Seminar (SMS) in the overall. Based upon content alone, we would consider that six of the critiques were highly enthusiastic about all aspects of the course; sixteen were a bit more reserved in their reaction; and the remaining six we would classify as "lukewarm". One significant factor must be considered, however, in any general evaluation of these critiques. [redacted] was a marked man. His reputation had preceded him with such force that it sometimes appeared that students, searching for flaws in his technique, missed his management lessons.

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25X1

B. The critiques are of the narrative type, similar to those submitted for the [redacted] course. We did not request answers to specific questions, a la [redacted] since we felt that a more accurate reflection of interest and benefit would result from un-guided responses. For the most part, the critiques reveal studied and thoughtful preparation, and frank appraisals. There is no "party line" evident in the critiques from any given component.

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25X1A6B

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C. There was a strong, and favorable, reaction to holding the Seminar at [redacted] completely away from the pressures of daily work. Further, there was general agreement, mentioned specifically in 17 of the critiques, that the outstanding by-product of the Seminar was the opportunity to associate and exchange views with fellow officers from other Agency components. It was apparent here, as in the [redacted] course, that such associations benefit the Agency through clearer understanding of mutual problems by the individuals concerned.

D. It was the unanimous conclusion of the Management Training Faculty, as observers, that those students exposed to earlier management training in OTR and elsewhere were "first off the mark" with [redacted] and equipped to derive the greatest benefit from the early stages of the Seminar. We feel that preliminary training is particularly helpful in a course employing the case method exclusively.

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II THE COURSE

A. The length of the Seminar was mentioned in only four critiques. One member thought it too long; two believed it should be longer; and one agreed that two weeks was proper.

B. While it's a fine line to draw, it appears that the class rated [redacted] well above his course. A few

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comments to the effect that [redacted] went too deeply or not deeply enough into cases balanced out, leaving the principal complaint against him the fact that he did not follow his own rules for class participation. (Some half-dozen students found it annoying that he would permit spontaneous interruptions after having prescribed a hand-raising procedure.) On the other hand, there were a variety of comments about the course, 16 of the critiques suggesting that the case method needed some variation. A majority of these thought Agency, other US Government, or diplomatic-type cases should be added; some noted the monotony of pure case method and proposed occasional resort to lectures, films, etc.; others suggested the advisability of beginning the Seminar with a one or two-day introduction to the case method. Certain of the cases were faulted for lack of sufficient substance to sustain "can" group discussion plus 75 minutes of classroom examination.

C. "Can" group discussions received high marks, along with several recommendations that discussion leaders be appointed for each group session. We believe that this point is well taken and propose to give it a trial in future Seminars.

D. One film, "Twelve O'Clock High", was shown in the middle of the second week and was warmly received -- both for its excellent quality from a management viewpoint, and as a break in class routine. The MTF had arranged to have this film on hand as "back-up" and [redacted] learning this, decided to use it instead of two scheduled cases.

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E. Included among the critiques were certain suggestions, other than noted above, for improvement of the Seminar. The more significant of these were:

1. Insure increased (equal) representation from DD/P.
2. (From a DD/P critique) Require attendance by all DD/P division chiefs or their deputies.
3. Consider the possibility of a brief tour of the [redacted]
4. Make other arrangements for imparting the information contained in the few classified issuances, thereby relieving security requirements in billets.
5. Increase supplemental reading requirements.

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III ADMINISTRATION AND SUPPORT

Twenty-one critiques made specific mention of administrative handling and support arrangements for the Seminar -- all were complimentary of OTR efforts. There were no complaints, save one of "over-support" by a member of the class who felt MTF was unduly solicitous as far as [redacted] personally was concerned.

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